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Latin Composition for Secondary Schools. Part I, based on Caesar; parts II and III, based on Cicero. By BENJAMIN L. D'OUGE. Boston: Ginn & Co., 1905. Pp. 131 and 190. \$0.50 and \$0.60.

These books are an effort to combine composition based on the text of the high-school authors, and composition based on the grammar, neither of which, as their author believes, has in isolation proved successful. And the books are a most consistent piece of work. Part I, intended for the second year, contains 110 lessons, each based for its vocabulary on a chapter (or two chapters) of the first four books of Caesar. Three oral exercises are always followed by a written exercise, which serves at the same time as a review of the grammatical points and idioms occurring in the former. Part II has a similar collection of seventy lessons based on the orations for the Manilian Law, against Catiline, and for Archias, and is intended for the third year; while Part III is a collection of thirty-four lessons for "Senior Review," which are also based on Cicero, but are of a more general character, each lesson containing an exercise of disconnected sentences and one of continuous discourse. Only Part III has a vocabulary, the words and idioms used in the other parts being taken from the chapters of Caesar and Cicero on which they are based.

The connection with the grammar is established in Part I by having several syntactical topics mentioned at the head of each of the oral exercises, together with references to the school grammars. Part I thus contains word-order, agreement, and everything connected with the verb, and ends with a rather sketchy treatment of the pronoun and the uses of the cases. Part II deals more fully with the cases, brings up some additional points in agreement, moods, and tenses, and has a full treatment of the equivalents for the English auxiliary verbs and prepositions.

To the grammar references the author in nearly all cases adds explanations of his own, which are for the most part accurate, helpful, and to the point. Among the more successful of these might be mentioned the ones treating of the sequence of tenses, verbs of doubting and hindering, and clauses of comparison (in Part I), and temporal clauses with *cum* (in Part II); and especially the treatment of the English auxiliary verbs and prepositions based on *Catiline* iv and *Archias* respectively. In the case of the last two the author cuts loose from grammar references, treating the subject with a freer hand and in a way that makes one wish he had done so throughout. It would almost seem that as he proceeded in his work the old stereotyped grammar-reference method, whose chief merit consists in having as long a string of references as possible, appeared to him in its true light, as a crude and inadequate way of treating the subject.

Some inexact grammatical statements occur. "The subjunctive is used in all cases (i. e., in relative clauses) excepting to state a fact" (I, p. 30); "The cause (in *cum* causal) being thus viewed as a mere probability, the mood must be subjunctive" (I, p. 45); "To express emphatic cause the Latin uses, instead of the bare ablative, the preposition *ob* or *propter* with the accusative" (II, p. 32);

"*Amicus meus* is mentioned as illustrating the use of *meus* for the subjective genitive *mei*" (II, p. 71); "Other verbs of this class (*docere, celare*) usually take the ablative with *ab, ex, or de* instead of the second accusative."

Mistakes in the markings of vowels also occur, though on this point one may well extend one's sympathy. The following were noticed: *pōstulo, pāreo* (once *pāreo*), *cōgilare, cōnspicere, āgmen, ōdi* (*ōdisse*), *pōsco* (and *pōsco*). A more serious fault is the infrequent occurrence of some of the constructions beyond the first few exercises after their introduction.

The chief difficulty in using the books will be the rigidity of the arrangement, especially in Part I. If one should not wish to read the first four books of Caesar, but some others, or if one should prefer to read some parts of them without doing the composition work, he would fall short just so much of securing a complete treatment of the grammatical points, which are indissolubly locked to the various chapters of the Latin text. Neither does it strike the reviewer as the best possible method to hammer away for a whole year, without intermission or variation, at the rate of three oral exercises to one written one. Constancy is a jewel, but it is none the less true that the best way to get things done is to have a rest or a change occasionally.

On the whole, however, the books can be commended as a careful, painstaking piece of work by one who knows the language and its special difficulties, and who knows by experience how to meet them.

J. J. S.

The Private Life of the Romans. By HAROLD WHETSTONE JOHNSTON. Chicago: Scott, Foresman & Co., 1903. Pp. 344. \$1.50.

This work is designed by its author to meet the needs of three classes of readers: (1) to aid the high-school senior and college freshman in understanding the references to Roman life which they are constantly meeting in the Latin texts; (2) to serve the advanced college student as a basis for note-taking in lecture courses on the subject; and (3) to give readers and students of Roman history a greater sense of the reality of the men whose careers they are following. For all three classes of readers, and in fact for all students of the subject not thoroughly familiar with French or German, there was sore need of a good book on Roman life to keep pace with the growing importance of the subject. It is apparent at the first glance that Professor Johnston's book is the most adequate and most serviceable of the systematic treatises on Roman life in the English language, and that, in spite of some manifest defects, it deservedly supersedes all previous works of the sort in use in schools or colleges. Its range of subjects is similar to that of Marquardt's *Das Privatleben der Römer*, though there are some additions as well as some omissions, together with a considerable shift of emphasis upon certain points. Its compass is, of course, much briefer. The copious use of illustrations, plans, and diagrams contributes greatly to its